

FINE ARTS ENDORSEMENTS

Name _____ District _____ School _____ SAEP Acceptance Letter Date _____

E-mail _____ Phones: (w) _____ (h) _____ (c) _____

SS#/CACTUS # _____ Major: _____ Minor: _____

You must have a current license with an Elementary or Secondary area of concentration.

For Endorsement (must complete all requirements) OR

For State Approved Endorsement Plan (2 Year) (must have current license, be currently teaching in the endorsement area and have 9 semester credits toward endorsement).

Date Received: _____ Date Reviewed: _____

• Types and Levels of Endorsement

Choose One Type:

Dance: _____ Music: _____ Theatre: _____ Stagecraft: _____ Visual Arts: _____ Photography: _____

Choose One Level:

Elementary I _____ Elementary II _____ (K-6 Specialist) Secondary _____ (6-12 Specialist)

Elementary Endorsement Levels

Level I. For educators who desire to develop expertise in teaching what is required in the Art, Music, Dance, or Drama Core Curriculum for K-6 students. Teachers must fulfill pre-requisites and obtain approval of principal and district to get accepted into the program.

Level II. For educators who desire to be hired as a Specialist in Art, Music, Dance, or Drama for K-6 students.

Secondary Endorsement Levels

For licensed educators who desire to be hired as a specialist in Art, Music, Dance, or Theatre for 6th through 12th grade students. Applicant may have an elementary license if serving only through the 8th grade, but must have a secondary license to serve 9th through 12th graders.

• Send the highlighted transcript with completed endorsement portfolio with a fee as follows:

Processing fees:

Endorsement submitted by individual -
\$35. Send to:

Utah State Office of Education
Attn: Sheri Lowry
Educator Licensing
250 East 500 South
P O Box 144200
Salt Lake City, UT 84114-4200

State Approved Endorsement Program
(SAEP) (paid by district or charter school) -
\$30 Send to:

Utah State Office of Education
Attn: Stephanie Ferris
Educator Licensing
250 East 500 South
P O Box 144200
Salt Lake City, UT 84114-4200

7/1/2005

For more information contact:

Carol Ann Goodson, Fine Arts Specialist, (801) 538-7793, CarolAnn.Goodson@schools.utah.gov

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USOE USE ONLY

Applicant has successfully completed all requirements.

Authorized Signature

Position

Date

Annual progress reports: _____

Portfolio Instructions

Overview.

The portfolio application is designed to be a vehicle for your development as a professional arts educator and it will be added to as you continue through the endorsement process. Successful completion of the portfolio SAEP is your exit from the endorsement program.

Portfolio Preparation and Submission.

Complete the evidence column of the Endorsement Checklist form. In a separate narrative and following the sequence of that form, state your rationale for using the evidence cited in the form and placed in the portfolio. Highlight the entries to which you refer on the official transcripts. Choose an established specialist or qualified artist to write any letters of evaluation concerning art form competencies. These letters must be dated. Cite evaluator's qualifications, and date the work completed under his or her supervision. Demonstrated competency evaluations must be performed by USOE-approved university professors. Contact State Fine Arts Specialist Carol Ann Goodson (cgoodson@usoe.k12.ut.us) with questions you may have in the preparation of your portfolio. Submit your completed portfolio and processing fee to: Sheri Lowry, USOE Licensure; 250 E. 500 South; P.O. Box 144200; SLC, UT 84114-4200.

What Happens to the Submitted Portfolio?

Portfolios are received by the licensure office and then evaluated by USOE Arts Endorsement Consultants. Consultant recommendations include: (a) full endorsement, (b) citation of deficiencies and the development of an SAEP with temporary authorization to teach, and (c) identification of work needed before applying for an endorsement. Sufficient technical skill in any art form is generally a pre-requisite to being in an arts endorsement program, because such skill demands many years of development. No plan is approved that will require more than three years to complete. Acceptable progress within the plan must be reported in writing each year in order to remain in the endorsement program and to receive continued authorization to teach.

Secondary Theatre Endorsement Checklist

I. THEATRE CONTENT

Required of all teachers seeking a Secondary Theatre Endorsement.

<i>Approx. Credit</i>	<i>Requirements</i>	<i>Evidence or Proposed Plan</i>	<i>Date Evidence Accepted</i>
3* sem. hrs.	Introduction to Theatre. Demonstrate a comprehensive knowledge and understanding of the elements and concepts intrinsic to theatre.		
3* sem. hrs.	Playwriting. Demonstrate the ability to guide students to develop scripted plays through the use of play building techniques (process drama) and traditional playwriting techniques.		
3 sem. hrs.	Adolescent Issues. Practical understanding of the emotional, physical, intellectual, and aesthetic development of the secondary student and how drama study experiences will develop Life Skills. A happy, motivating, nurturing rapport with students and development within them of a love/appreciation for dance and what drama skills and understanding contribute to their life.		
3* sem. hrs.	Acting. Demonstrate the ability to enable students to develop the physical (stage movement, voice and speech), mental, and emotional resources required for acting.		
3* sem. hrs.	Design. Demonstrate adequate knowledge and understanding to successfully facilitate production designs in set and scenery, lighting, sound/music, props, special effects, and make-up.		
3 sem. hrs.	Technical Theatre & Production. Demonstrate adequate knowledge and understanding to successfully facilitate the technical craft and safety needs of a stage production as well as maintenance of all related equipment and the overall theatre facility. Demonstrate adequate knowledge and understanding of all theatre operations, meaning the ability to successfully produce theatre in a secondary education environment, including such key areas as community relations, publicity, development, box office, and house management.		
3* sem. hrs.	Directing. Demonstrate theory and practice in staging informal and formal dramatic presentations, including the specific skills of casting, script analysis, rehearsing, blocking and composition, production unity, and constructing meaning.		
3* sem. hrs.	Technical/Design Skills. Demonstrate the knowledge and ability to achieve simple, but effective (often metaphorical) production designs in the areas of set, lighting, costume, make-up, sound, and props.		
3 sem. hrs.	An approved *D.O.M. Plan. Created by the endorsement candidate in writing and signed off on by the district fine arts coordinator, the high school principal, and the USOE Fine Arts Coordinator (in consultation with the Drama Consultant for any school wishing to hire a certified teacher to teach and direct theatre, except a teacher that does possess a completed university theatre teaching major (BA or BFA) approved by the State of Utah. *D= Design – a plan for how all production design needs will be facilitated, including co-faculty, administrative, and community support commitments. O= Operations – a plan for how all maintenance, supply, and safety issues will be handled, including co-faculty, administrative, and community support commitments. M= Maintenance – a plan for how all maintenance, supply, and safety issues will be handled, including co-faculty, administrative, and community support commitments.		
3* sem. hrs.	Stage Management*. Demonstrate a knowledge and an ability to organize auditions, schedule and call rehearsals, maintain the Prompt Book, serve as liaison between all parties, assist the Director, organize run of show crew, coordinate time for technical needs and for front of house needs, call the show, maintain discipline, maintain artistic intentions established in rehearsal after the show opens, keep records as needed. *Evidence of university level course work in Stage Directing and/or an established record as a highly qualified Stage Director may substitute for Stage Management.		

3* sem. hrs.	Improvisation (Teachings Methods). Demonstrate a knowledge and ability in improvisation skills – a technique where actors create theatre without a script, where actors invent dialogue and action as they perform, where actors use improvisation to play build, and where actors <u>must</u> create ensemble (cooperation) to succeed.		
3* sem. hrs.	Theatre Teaching Methods. Demonstrate a happy, passionate, motivating nurturing rapport with students and the ability to develop within them a love/appreciation for theatre. Demonstrate skills at delivering the theatre curriculum through current teaching techniques, including process drama. Demonstrate intimate knowledge and understanding of the Utah Secondary Theatre Core objectives and targets as they relate to both classroom theatre curriculum and staged productions. Demonstrate effective methods when integrating theatre with other subjects. Demonstrate knowledge of theatre education resources. Demonstrate effectiveness in making student self-assessment an integral, routine part of the instructional process. Provide results of student progress in the State Theatre Achievement Core Portfolios, and professional reflection on the meaning of those results with administrators, colleagues, and community in developing a strong Arts Education Program for the students in the school. Supportive use of the students' skills in reading, writing, mathematics and other subjects in the teaching of Theatre.		

II. PEDAGOGY *Required of all teachers seeking a Secondary Theatre Endorsement.*

<i>Approx. Credit</i>	<i>Requirements</i>	<i>Evidence or Proposed Plan</i>	<i>Date Evidence Accepted</i>
3 sem. hrs.	Knowledge of Students. (Coursework Recommended) <ol style="list-style-type: none"> 1. A practical understanding of the emotional, intellectual, social, aesthetic, and physical characteristics of the secondary student. 2. A comprehension of how theatre experiences develop Life Skills. 3. A knowledge of students' skills, knowledge, interests, cultural heritage, and varied approaches to learning. 		
3 ** sem. hrs.	Instructional Design. Planning and Preparation (Coursework Recommended) <ol style="list-style-type: none"> 1. Setting instructional goals. 2. Demonstrating knowledge of resources for teachers and for students. 3. Designing coherent instruction: learning activities that encourage students to practice and develop Life Skills and theatre skills and understanding; selection of instructional materials and resources, including theatre literature; instructional groups; lesson and unit structure. 4. Assessing student learning: congruent with instructional goals; criteria and standards; student reflection and self-assessment of their own work embedded in learning processes; used for planning. 		
3 sem. hrs.	Classroom Environment. (Coursework Recommended; Observation Evaluations Required) <ol style="list-style-type: none"> 1. Establishing a positive, motivating, and nurturing rapport with students. 2. Creating a culture for learning: expectations for learning and achievement, importance of the content and student pride in work. 3. Managing classroom procedures: management of instruction groups, transitions, materials and supplies; performance of non-instructional duties, supervision of volunteers and paraprofessionals. 4. Managing student behavior. 5. Organizing physical space. 		

3 sem. hrs.	Instructing. (Coursework Recommended; Observation Evaluations Required) <ol style="list-style-type: none"> 1. Communicating clearly and accurately: directions, procedures; oral and written language. 2. Using questioning and discussion techniques: quality of questions, discussion techniques, and student participation. 3. Engaging students in learning: representation of Core content, activities and assignments, grouping of students, instructional materials and resources, structure and pacing. 4. Providing feedback to students that has quality, and is accurate, constructive, specific, and timely in informal classroom settings and in formal adjudication of individual and group performances. 5. Demonstrating flexibility and responsiveness: lesson adjustment, response to students, persistence. 6. Producing quality student theatre performances. 		
	Professional Responsibilities. <ol style="list-style-type: none"> 1. Reflective teaching—through studying and evaluating student work, action research, etc. 2. Maintaining accurate records: student completion of assignments, student progress in learning, and other. 3. Communicating with families: information about instructional program, individual students, and engagement of families in instructional program. 4. Contributing to the school and district in relationship with colleagues, service to school, participation in school and district projects. 5. Growing and developing professionally in content knowledge, pedagogical skill, and service to the profession. 6. Showing professionalism through service to students, advocacy, and decision making. 		

RESTRICTED ENDORSEMENT

Only for applicants working in a declared necessarily existent small school.

Individuals assigned to teach three or more subjects in small schools identified as rural, alternative high schools, etc., may qualify for an endorsement with a minimum of nine semester hours of college or approved inservice course work in:

3 sem. hrs.	Acting Basic. (Development of physical, mental, and emotional resources required in acting)		
3 sem. hrs.	Methods. See the standard endorsement information for a means of identifying the areas most needed.		
3 sem. hrs.	Methods for teaching theatre. (Problems of teaching dramatic principles and presenting theatrical productions in the secondary school)		

No Child Left Behind Designations For Teachers

Highly Qualified (HQ) Not Highly Qualified (NHQ)

1. Designation is based upon degree Teaching In Field or Outside of Field	2. Appropriate Endorsement Completed	3. Currently on SAEP
_ In Field	HQ	NHQ
_ Outside Field	NHQ	NHQ
Outside Field with Major Equivalency (30 Approved Semester Hours) OR Endorsement plus 200 HOUSSE Points	HQ	NHQ

- A teacher is teaching “In Field” when he or she has a major in Dance.
- A teacher is deemed to have “Major Equivalency” when he or she has 30 semester hours of approved course work that meets current USOE endorsement guidelines.
- A teacher is deemed to be HQ upon verification of appropriate endorsement plus 200 HOUSSE points specific to the endorsement subject.

Subject	Recommended Endorsement	Required Endorsement
Dance, Music, Theatre, Visual Art		
K-6	Level I or Level II	None
6-8 (MS)	Level IV	Level III
6-12 (Jr-Sr HS) 7-9 (JHS) 9-12 or 10-12 (HS)	Level IV	Level IV

Old endorsement equivalents:

Level I = Dance, Music, Theatre, Visual Art (K-6)

Level II = Dance, Music, Theatre, Visual Art (K-6) (Have a degree)

Level III = Dance, Music, Theatre, Visual Art (5-9)

Level IV = Dance, Music, Theatre, Visual Art (K-12 or 6-12)